

# Texas Education Agency Standard Application System (SAS)

## 2014–2016 Educator Excellence Innovation Program

<b>Program authority:</b>	General Appropriations Act, Article III, Rider 47, 83 <sup>rd</sup> Texas Legislature	<b>FOR TEA USE ONLY</b> Write NOGA ID here:  Place date stamp here.  <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Document Control Center</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">2014 JAN 22 PM 2:21</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Texas Education Agency</div> </div>
<b>Grant period:</b>	April 1, 2014, to August 31, 2016	
<b>Application deadline:</b>	5:00 p.m. Central Time, Thursday, January 23, 2014	
<b>Submittal information:</b>	<b>Four complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address:</b> <div style="text-align: center;">             Document Control Center, Division of Grants Administration              Texas Education Agency              1701 North Congress Ave              Austin TX 78701-1494           </div>	
<b>Contact information:</b>	Tim Regal: <a href="mailto:Tim.Regal@tea.state.tx.us">Tim.Regal@tea.state.tx.us</a> (512) 463-0961	

### Schedule #1—General Information

#### Part 1: Applicant Information

Organization name Hitchcock Independent School District	Vendor ID # 1746001099	Mailing address line 1 7801 Neville	
Mailing address line 2	City Hitchcock	State TX	ZIP Code 77563-
County-		US Congressional	
District #    Campus number and name 084-908    Hitchcock ISD	ESC Region # 4	District # TX 022	DUNS # 944313220

**Primary Contact**

First name Carla	M.I. J	Last name Vickroy	Title Assistant Superintendent
Telephone # 409-316-6550		Email address <a href="mailto:cmassa@hitchcockisd.org">cmassa@hitchcockisd.org</a>	FAX # 409-986-5141

**Secondary Contact**

First name Sherrie	M.I.	Last name Mistereck	Title Grant Manager
Telephone # 409 - 316 - 6545		Email address <a href="mailto:smistereck@hitchcockisd.org">smistereck@hitchcockisd.org</a>	FAX # 409-986-5141

#### Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

#### Authorized Official:

First name Barbara	M.I.	Last name Derrick	Title Superintendent
Telephone # 409-316-6545		Email address <a href="mailto:bderrick@hitchcockisd.org">bderrick@hitchcockisd.org</a>	FAX # 409-986-5141
Signature (blue ink preferred)			Date signed

  
 Only the legally responsible party may sign this application.

**Schedule #1—General Information (cont.)**

County-district number or vendor ID: 084-908

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 084-908

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		
<b>Part 2: Acceptance and Compliance</b>		

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 084-908

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 084-908

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Hitchcock ISD teachers have had minimal professional development opportunities in the past and are therefore behind in many of the researched best practices that many schools are using. There has never been a formal, district-wide plan for mentoring first year teachers, or for professional development to grow and retain our teachers in Hitchcock ISD. The Educator Excellence Innovative Program Grant would allow us to implement a comprehensive plan for recruitment, mentoring, professional development and retention, and greatly improve the quality of our educators, which would ultimately improve our students' academic performance. The Educator Excellence Innovative Program Grant would allow us to implement the following:

- (1) A comprehensive recruitment and hiring program – This will include creating a plan that describes the qualities, experience and skills that we are looking for in each new hire, interview training for our campus administrators, a partnership with area universities, attending job fairs, and having a specific hiring process.
- (2) A comprehensive induction program – This would include quality mentors for all first year teachers, and a "buddy" teacher for all 2 – 3 years teachers. The mentor/buddy teachers would apply for this position and would receive a stipend. They would be selected on their leadership skills, experience, knowledge, communication skills, and their knowledge and use of best practices in their own classrooms. Mentor teachers would receive a \$500.00 stipend per semester and buddy teachers would receive a \$250.00 stipend per semester. Mentors and buddy teachers would be matched with teachers of same grade levels or subjects. Mentor duties would include: meet and welcome the first year teacher before school starts, help them prepare their classroom and establish routines and procedures, lesson planning, plan a welcome party to introduce their mentee to the rest of the staff, participate in the New Teacher Academy before school starts, meet weekly with their mentee to discuss curriculum, discipline, academic needs, and observe the mentee once each six weeks and have a pre and post conference to discuss. The buddy teacher's duties would be to meet with their "buddy" teacher bi monthly to discuss curriculum, discipline, academic needs, and to observe them once per semester with a pre and post conference.
- (3) A comprehensive instructional coaching program – This would include hiring four high quality instructional coaches, one for secondary math and science, one for elementary math and science, one for secondary reading/ELA and one for elementary reading/ELA. These instructional coaches would be hired by a committee made up of central office staff, campus administrators and teachers, and would report directly to the Assistant Superintendent. They would be selected based on their knowledge, experience, leadership qualities, communications skills and teambuilding skills. They would be paid at a higher rate than a teacher and would work more days than a teacher. These instructional coaches, along with the administrative team would do a needs assessment and look at the weakest areas for the district. They would then research the best practices that are being utilized by highly functioning schools and would visit those schools and learn about the practices. They would then design a plan for a cycle of professional development for all teachers that extends through the entire school year and beyond. This plan would include a three day cycle of learning with different grade levels or departments of teachers. Day one would be learning about the theory behind the practice and collaborating with others. Day two would be where the teachers had the opportunity to see the instructional coach put the strategy into practice in a classroom with students. The group would then come back and debrief the lesson. Day three would be where one of the teachers in the group would volunteer to try out the new practice in her classroom and the others would observe. They would then collaborate as a group to discuss what worked and what didn't, and to clarify questions. Over the following three weeks the teachers from that cycle would practice their new strategy in their classroom, with the help of the instructional coach, if needed. During that three weeks, once the teachers felt comfortable with the practice, the teacher would invite the instructional coach into their classroom to observe them using the new practice. The teacher and the coach would then have a post conference to debrief. After that three week period, the campus administrators would then do targeted, formal

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 084-908

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

evaluations on this cycle of teachers, specifically evaluating their use of the new practice. The instructional coach would have already had a training session with the campus administrators where they would have learned about the new practice and what they should be looking for during evaluations. The instructional coach and the administrators will collaboratively design an evaluation rubric for each new practice learned. Throughout the year, principals would continue to monitor these continued practices in the classrooms. This is not a one shot professional development plan. It is taught, practiced, revisited, monitored and evaluated throughout the year.

Teachers would be required to meet weekly during their conference time to collaborate with the other teachers about how these new practices are working and help each other in areas of trouble. The instructional coach would then begin a new cycle with a different group of teachers learning the same practice, until all teachers are trained on the new practice and it is expected to be seen daily in all classrooms.

It is our hope and belief that this grant would allow us to build effective, instructional capacity throughout our district. We would then choose one or two new "practices" for the following year and continue the same process. In the second year we would also like to design an Instructional Academy that would be offered in August during professional development days. Teachers would attend this Academy to refresh the learned practices from the previous year and get a preview of the new practices for the year. We would utilize some of our strong, effective teacher leaders from the previous year that exhibited effective use of the new practices in their classrooms to teach these classes, along with the instructional coaches and campus administrators. This will kick off our year with a strong, unified, instructional atmosphere where new learning is expected and celebrated. From this we would begin to develop strong teacher leaders that would be given a stipend to continue to do professional development throughout the school year. These teachers could eventually develop into an instructional coach. With this professional development plan, mentorship plan, evaluation plan and compensation plan to pay stipends for effective teacher leaders in place, we believe that our retention rate of our first through third year teachers would greatly increase. They would feel like part of a family, they would be provided extensive professional development in order to grow and learn new things, they would have a mentor/buddy helping through those first few years, and they would see that the district has a vision and people are expected to utilize best practices and be held accountable to do so, and they would see that there is a chance for career advancement in the future.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

# Texas Education Agency Standard Application System (SAS)

## Schedule #6—Program Budget Summary

County-district number or vendor ID: 084-908      Amendment # (for amendments only):

Program authority: General Appropriations Act, Article III, Rider 47, 83<sup>rd</sup> Texas Legislature

Project period: April 1, 2014, through August 31, 2016      Fund code: 429

### Part 1: Budget Summary

Schedule #	Title	Class/ Object Code	Year 1 (4/1/14 – 8/31/15)			Year 2 (9/1/14 – 8/31/16)		
			Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	Direct Program Costs	Direct Admin Costs	Total Budgeted Costs
Schedule #7	Payroll Costs (6100)	6100	\$274,000.00	\$0	274,000.00	\$274,000.00	\$0	\$274,000.00
Schedule #8	Professional and Contracted Services (6200)	6200	\$0	\$0	\$0	\$0	\$0	\$0
Schedule #9	Supplies and Materials (6300)	6300	\$18,000.00	\$0	\$18,000.00	\$18,000.00	\$0	\$18,000.00
Schedule #10	Other Operating Costs (6400)	6400	\$8,000.00	\$0	\$8,000.00	\$8,000.00	\$0	\$8,000.00
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$0	\$0	\$0	\$0	\$0	\$0
Total direct costs:			\$300,000.00	\$0	\$300,000.00	\$300,000.00	\$0	\$300,000.00
Percentage% indirect costs (see note):			N/A	\$0	\$14,730.00	N/A	\$0	\$14,730.00
Grand total of budgeted costs (add all entries in each column):			\$300,000.00	\$0	\$314,730.00	\$300,000.00	\$0	\$314,730.00

### Administrative Cost Calculation

	Year 1	Year 2
Enter the total grant amount requested:	\$314,730.00	\$314,730.00
Percentage limit on administrative costs established for the program (10%):	x .10	x .10
Multiply and round down to the nearest whole dollar. Enter the result.		
This is the maximum amount allowable for administrative costs, including indirect costs:	\$31,470.00	\$31,470.00

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

### For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

# Texas Education Agency Standard Application System (SAS)

## Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 084-908			Amendment # (for amendments only):		
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1	Year 2	
<b>Academic/Instructional</b>					
1 Teacher (Instructional Coaches)	4	0	\$240,000.	\$240,000.	
2 Educational aide	0	0	\$0	\$0	
3 Tutor	0	0	\$0	\$0	
<b>Program Management and Administration</b>					
4 Project director	0	0	\$0	\$0	
5 Project coordinator	0	0	\$0	\$0	
6 Teacher facilitator	0	0	\$0	\$0	
7 Teacher supervisor (Mentors/Buddy Teachers)	36	36	\$24,000.	\$24,000.	
8 Secretary/administrative assistant	0	0	\$0	\$0	
9 Data entry clerk	0	0	\$0	\$0	
10 Grant accountant/bookkeeper	0	0	\$0	\$0	
11 Evaluator/evaluation specialist	0	0	\$0	\$0	
<b>Auxiliary</b>					
12 Counselor	0	0	\$0	\$0	
13 Social worker	0	0	\$0	\$0	
14 Community liaison/parent coordinator	0	0	\$0	\$0	
<b>Other Employee Positions</b>					
15 Title	0	0	\$0	\$0	
16 Title	0	0	\$0	\$0	
17 Title	0	0	\$0	\$0	
18	Subtotal employee costs:		\$264,000.	\$264,000.	
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>					
19 6112 Substitute pay			\$0	\$0	
20 6119 Professional staff extra-duty pay			\$10,000.	\$10,000.	
21 6121 Support staff extra-duty pay			\$0	\$0	
22 6140 Employee benefits			\$0	\$0	
23 61XX Tuition remission (IHEs only)			\$0	\$0	
24	Subtotal substitute, extra-duty, benefits costs		\$10,000.	\$10,000.	
25	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>		\$274,000.	\$274,000.	

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:



**Schedule #8—Professional and Contracted Services (6200)**

County-district number or vendor ID: 084-908

Amendment # (for amendments only):

**NOTE:** Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Year 1	Year 2
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$0	\$0
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$0	\$0
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0	\$0

**Professional Services, Contracted Services, or Subgrants Less Than \$10,000**

#	Description of Service and Purpose	Check if Subgrant	Year 1	Year 2
1	n/a	<input type="checkbox"/>	\$0	\$0
2	n/a	<input type="checkbox"/>	\$0	\$0
3	n/a	<input type="checkbox"/>	\$0	\$0
4	n/a	<input type="checkbox"/>	\$0	\$0
5	n/a	<input type="checkbox"/>	\$0	\$0
6	n/a	<input type="checkbox"/>	\$0	\$0
7	n/a	<input type="checkbox"/>	\$0	\$0
8	n/a	<input type="checkbox"/>	\$0	\$0
9	n/a	<input type="checkbox"/>	\$0	\$0
10	n/a	<input type="checkbox"/>	\$0	\$0
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$0	\$0

**Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000**

Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service:			
<b>Contractor's Cost Breakdown of Service to Be Provided</b>			
			<b>Year 1</b>
			<b>Year 2</b>
1	Contractor's payroll costs	# of positions:	\$0
	Contractor's subgrants, subcontracts, subcontracted services		\$0
	Contractor's supplies and materials		\$0
	Contractor's other operating costs		\$0
	Contractor's capital outlay (allowable for subgrants only)		\$0
Total budget:			\$0

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #8—Professional and Contracted Services (6200) (cont.)**

County-District Number or Vendor ID: 084-908

Amendment number (for amendments only):

**Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)**

2	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Year 1</b>	<b>Year 2</b>
	Contractor's payroll costs	# of positions:	\$0	\$0
	Contractor's subgrants, subcontracts, subcontracted services		\$0	\$0
	Contractor's supplies and materials		\$0	\$0
	Contractor's other operating costs		\$0	\$0
	Contractor's capital outlay (allowable for subgrants only)		\$0	\$0
Total budget:		\$0	\$0	
3	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Year 1</b>	<b>Year 2</b>
	Contractor's payroll costs	# of positions:	\$0	\$0
	Contractor's subgrants, subcontracts, subcontracted services		\$0	\$0
	Contractor's supplies and materials		\$0	\$0
	Contractor's other operating costs		\$0	\$0
	Contractor's capital outlay (allowable for subgrants only)		\$0	\$0
Total budget:		\$0	\$0	
4	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Year 1</b>	<b>Year 2</b>
	Contractor's payroll costs	# of positions:	\$0	\$0
	Contractor's subgrants, subcontracts, subcontracted services		\$0	\$0
	Contractor's supplies and materials		\$0	\$0
	Contractor's other operating costs		\$0	\$0
	Contractor's capital outlay (allowable for subgrants only)		\$0	\$0
Total budget:		\$0	\$0	
5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Year 1</b>	<b>Year 2</b>
	Contractor's payroll costs	# of positions:	\$0	\$0
	Contractor's subgrants, subcontracts, subcontracted services		\$0	\$0
	Contractor's supplies and materials		\$0	\$0
	Contractor's other operating costs		\$0	\$0
	Contractor's capital outlay (allowable for subgrants only)		\$0	\$0
Total budget:		\$0	\$0	

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #8—Professional and Contracted Services (6200) (cont.)**

County-District Number or Vendor ID: 084-908		Amendment number (for amendments only):	
<b>Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)</b>			
6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		
	Contractor's payroll costs	# of positions:	Year 1
	Contractor's subgrants, subcontracts, subcontracted services		Year 2
	Contractor's supplies and materials		
	Contractor's other operating costs		
	Contractor's capital outlay (allowable for subgrants only)		
Total budget:		\$0	\$0
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		
	Contractor's payroll costs	# of positions:	Year 1
	Contractor's subgrants, subcontracts, subcontracted services		Year 2
	Contractor's supplies and materials		
	Contractor's other operating costs		
	Contractor's capital outlay (allowable for subgrants only)		
Total budget:		\$0	\$0
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		
	Contractor's payroll costs	# of positions:	Year 1
	Contractor's subgrants, subcontracts, subcontracted services		Year 2
	Contractor's supplies and materials		
	Contractor's other operating costs		
	Contractor's capital outlay (allowable for subgrants only)		
Total budget:		\$0	\$0
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$0	\$0
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$0	\$0
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$0	\$0
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$0	\$0
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$0	\$0
(Sum of lines a, b, c, and d) Grand total		\$0	\$0

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #9—Supplies and Materials (6300)**

County-District Number or Vendor ID: 084-908

Amendment number (for amendments only):

**Expense Item Description**

6399	Technology Hardware—Not Capitalized						
	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 2
	1	Recruitment	Job fairs materials		2,000.	\$18,000.	\$18,000.
	2	Professional Development	Materials for training		\$8,000.		
	3	Professional Development	Instructional Academy – materials, brochures, supplies, etc...		\$8,000.		
	4				\$		
	5				\$		
6399	Technology software—Not capitalized					\$0	\$0
6399	Supplies and materials associated with advisory council or committee					\$0	\$0
Subtotal supplies and materials requiring specific approval:						\$18,000.	\$18,000.
	Remaining 6300—Supplies and materials that do not require specific approval:					\$0	\$0
Grand total:						\$18,000.	\$18,000.

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

<b>Schedule #10—Other Operating Costs (6400)</b>			
County-District Number or Vendor ID: 084-908		Amendment number (for amendments only):	
Expense Item Description		Year 1	Year 2
6411	Out-of-state travel for employees (includes registration fees)	\$0	\$0
	Specify purpose:		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$0	\$0
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$0	\$0
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$0	\$0
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	\$0	\$0
	Specify purpose: Travel to other districts to look at best practices		
6429	Actual losses that could have been covered by permissible insurance	\$0	\$0
6490	Indemnification compensation for loss or damage	\$0	\$0
6490	Advisory council/committee travel or other expenses	\$0	\$0
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$0	\$0
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$0	\$0
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		\$0	\$0
Remaining 6400—Other operating costs that do not require specific approval:		\$8,000.00	\$8,000.00
(Teacher/Coach In state travel)		Grand total:	\$8,000. \$8,000.

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

#### For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

**Schedule #11—Capital Outlay (6600/15XX)**

County-District Number or Vendor ID: 084-908

Amendment number (for amendments only):

**15XX is only for use by charter schools sponsored by a nonprofit organization.**

#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 2
<b>6669/15XX—Library Books and Media (capitalized and controlled by library)</b>					
1		N/A	N/A	\$0	\$0
<b>66XX/15XX—Technology hardware, capitalized</b>					
2			\$	\$0	\$0
3			\$	\$0	\$0
4			\$	\$0	\$0
5			\$	\$0	\$0
6			\$	\$0	\$0
7			\$	\$0	\$0
8			\$	\$0	\$0
9			\$	\$0	\$0
10			\$	\$0	\$0
11			\$	\$0	\$0
<b>66XX/15XX—Technology software, capitalized</b>					
12			\$	\$0	\$0
13			\$	\$0	\$0
14			\$	\$0	\$0
15			\$	\$0	\$0
16			\$	\$0	\$0
17			\$	\$0	\$0
18			\$	\$0	\$0
<b>66XX/15XX—Equipment, furniture, or vehicles</b>					
19			\$	\$0	\$0
20			\$	\$0	\$0
21			\$	\$0	\$0
22			\$	\$0	\$0
23			\$	\$0	\$0
24			\$	\$0	\$0
25			\$	\$0	\$0
26			\$	\$0	\$0
27			\$	\$0	\$0
28			\$	\$0	\$0
<b>66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life</b>					
29				\$0	\$0
<b>Grand total:</b>				<b>\$0</b>	<b>\$0</b>

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 084-908

Amendment # (for amendments only):

**Part 1: Student Demographics.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

**Total enrollment:**

Category	Number	Percentage	Category	Percentage
African American	661	45%	Attendance rate	94.4%
Hispanic	416	28%	Annual dropout rate (Gr 9-12)	5.8%
White	350	24%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	55%
Asian	5	0.34%	TAKS commended 2011 performance, all tests (sum of all grades tested)	6%
Economically disadvantaged	1275	86.85%	Students taking the ACT and/or SAT	42%
Limited English proficient (LEP)	96	6.6%	Average SAT score (number value, not a percentage)	1234
Disciplinary placements	187	47%	Average ACT score (number value, not a percentage)	18.5

**Comments**

**Part 2: Teacher Demographics.** Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	12.2	14%	No degree	4	4.6%
Hispanic	11.8	13.6%	Bachelor's degree	61.7	71.2%
White	60.8	70%	Master's degree	21	24.2%
Asian	0	0.0%	Doctorate	0	0.0%
1-5 years exp.	26	29.8%	Avg. salary, 1-5 years exp.	42,490	N/A
6-10 years exp.	17	19.6%	Avg. salary, 6-10 years exp.	44,119	N/A
11-20 years exp.	16	18.2%	Avg. salary, 11-20 years exp.	49,992	N/A
Over 20 years exp.	22	25.6%	Avg. salary, over 20 years exp.	56,346	N/A

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 084-908

Amendment # (for amendments only):

**Part 3: Students to Be Served with Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	68	123	122	112	97	93	100	95	95	88	133	77	57	51	1312
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
<b>TOTAL:</b>	68	123	122	112	97	93	100	95	95	88	133	77	57	51	1312

**Part 4: Teachers to Be Served with Grant Funds.** Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	5	6	6	5	5	4	4	4	5	6	4	4	4	4	62
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
<b>TOTAL:</b>	5	6	6	5	5	4	4	4	5	6	4	4	4	4	62

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:



Schedule #13—Needs Assessment	
County-district number or vendor ID: 084-908	Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

- Each campus has a committee that looks at data each six weeks and makes curriculum and instructional changes and necessary. Teacher data and student data is reviewed, including attendance, academics and emotional and social well being.
- The district has a District Advisory Committee that meets monthly to discuss district and campus plans, and looks at student and teacher data. Curriculum, instructional and assessment issues are discuss and adjustments made as necessary.
- At the end of each school year, the district does a needs assessment to plan for the following year. We look at data that includes: assessment, attendance, graduation, college readiness, professional development, evaluations resources and materials, etc... We discuss what is effective and what is not effective. We make adjustments for the following year. We then create our District Improvement Plan which addresses areas of concern, and the campuses create a Campus Improvement Plan.
- We look at the professional development that our teachers attended to see if there is a direct correlation to the professional development and student achievement.
- We look at evaluation data to see if there are areas that need to be addressed.
- We look at our recruitment practices and the quality of teachers that were hired for the school year.
- We look at our teacher retention rate and compare our 1<sup>st</sup> – 3<sup>rd</sup> year teachers to our veteran teachers.
- We look at teacher surveys that give us information on professional development, curriculum, assessment, support, discipline, and leadership.
- We plan goals for the following year.

Needs are prioritized by first establishing what are students need in order to increase student achievement.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 084-908

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Increase student achievement for all students.	With instructional coaches, teachers will increase their level of effective instructional practices in the classroom. Student engagement will increase. Teachers will be held accountable for new learning and implementation of best practices. There will be an atmosphere of learning and growing throughout the district. Clear vision for our district.
2.	Provide teachers with research-based, on-going professional development opportunities, which will build capacity within them.	The instructional coaches will provide cycles of professional development throughout the year, with follow up pre and post conferences and with informal evaluations.
3.	Build teacher leaders and offer career advancement.	Through professional development teachers will learn and grow and will have opportunities to be team leaders/departments heads, mentor or buddy teachers, instructional coaches, and to provide professional development to others.
4.	Recruit and retain highly qualified teachers and staff.	Define hiring standards and processes. Attend job fairs and partner with local colleges. Provide mentor/buddy teachers to 1 <sup>st</sup> – 3 <sup>rd</sup> year teachers. Train principals on hiring/interview practices.
5.	Increase student and teacher attendance rates.	When students and teachers are learning and growing, they see the value in what they are doing. If this is happening they are apt to be more motivated and eager to continue that journey.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #14—Management Plan**

County-district number or vendor ID: 084-908

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Assistant Superintendent	Master's degree, knowledge of curriculum, at least 10 years classroom experience, 3 years of successful administrative experience, experience with creating and implementing an effective professional development plan, experience in recruitment, hiring and teacher retention.
2.	Instructional Coach	3 years successful classroom experience, leadership experience, highly qualified in the instructional area, effective communication skills, facilitated professional development activities on the campus, district or state level.
3.	Campus Administrators	Masters degree in Educational Management, effective communication skills, PDAS/ILD certified.
4.	Mentor/Buddy Teachers	3 years of successful classroom teaching experience, effective communication skills, highly qualified in instructional area, leadership experience.
5.	Grant Manager	Data collection experience, grant writing experience, effective communication skills.

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Hire instructional coaches and search for best instructional practices	1. Post positions	04/15/2014	04/15/2014
		2. Review applications	04/28/2014	04/30/2014
		3. Conduct interviews	05/01/2014	05/08/2014
		4. Select candidates	05/09/2014	05/09/2014
		5. Look at needs assessment and research practices	05/19/2014	07/18/2014
2.	Plan professional development cycles for the year	1. Review research practices and choose topics	07/21/2014	07/23/2014
		2. Plan PD Cycles	07/24/2014	07/25/2014
		3. Present PD plan to campus principals	07/28/2014	07/28/2014
		4. Present to campus staff	08/25/2014	08/25/2014
		5. Instructional Academy	August 2015	August 2015
3.	Recruit and hire highly qualified teachers	1. Establish characteristics of an effective teacher	06/09/2014	06/09/2014
		2. Train principals on the recruitment/hiring and interview process.	06/09/2014	06/09/2014
		3. Attend job fairs and partner with local colleges	04/15/2014	07/31/2014
		4. Review applications and interview	04/21/2014	08/15/2014
		5. Select highly qualified, effective teachers	04/21/2014	08/15/2014
4.	Assign Mentor/Buddy teachers to 1 <sup>st</sup> -3 <sup>rd</sup> year teachers	1. Assigned qualified Mentors to 1 <sup>st</sup> year teachers	08/04/2014	08/04/2014
		2. Assign Buddy teachers to 2 <sup>nd</sup> - 3 <sup>rd</sup> year teachers	08/04/2014	08/04/2014
		3. Train Mentor and Buddy teachers on responsibilities	08/05/2014	08/05/2014
		4. Meet once a month with Mentor teachers	Monthly	Monthly
		5. Evaluate plan at the end of the year – retention rate	05/11/2015	05/11/2015
5.	Evaluate the goals of the EEIP grant	1. Meet to look at goals of the EEIP grant	05/12/2015	05/13/2015
		2. Look at district and campus data	05/12/2015	05/13/2015
		3. Make adjustments as needed	05/12/2015	05/13/2015
		4. Plan for the following school year	05/14/2015	05/14/2015
		5. Plan for the Instructional Academy	05/15/2015	07/21/2015

**Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 084-908

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The process we currently have in place for monitoring the attainment of goals is to look at data every six weeks to see if met the goals and objectives that are in our campus/district improvement plans for that six weeks period. We look at student data, teacher data, attendance, lesson plans, evaluation logs, achievement scores. We evaluate our programs to see what is working and what is not working, and we adjust in the needed areas by collaborating on new ideas that we can research and implement on order to reach our goals. Our goals for the year are stated in our campus and district improvement plans. Our campus and district committees meet monthly to discuss the plans and make the needed adjustments. These groups then give feedback to the campus staff. These goals and campus plans are communicating through our district meetings, newsletters, district website and our parent/community call out system.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

We currently have one district wide instructional practice that we are implementing. It is on raising the level of student engagement through more engaging classroom instructional practices. Each campus was trained in these practices, and principals were trained on what they should look for during classroom evaluations. The practices are being used by many teachers, but it is evident that we need another level of support to ensure the practice is successful in the classrooms. Teachers do not have the opportunity to practice this with an instructional coach before the principal does a formal evaluation. They are just taught the strategy and then expected to implement it in their classroom immediately. The training was a one-time training with no follow-up support. We also offer professional development for our curriculum. However, it is offered off-site and there is no follow-up training. This grant would allow us to hire instructional coaches that would offer on-site professional development, follow up training, an informal evaluation piece, and on-site support as needed. It would also increase the level of collaboration and academic conversations. We will also be able to build instructional capacity within all of our teachers, which will increase student achievement, which is our ultimate goal.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #15—Project Evaluation**

County-district number or vendor ID: 084-908

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Review student achievement data	1.	Increase in student assessment data each six weeks by 10%
		2.	Increase in state assessment scores to passing standard
		3.	Increase in graduation rate by 5%
2.	Collaborate monthly with Instructional Coaches	1.	Attendance logs of trainings
		2.	Review professional development cycles
		3.	Review teacher informal and formal evaluation data
3.	Conduct an end of the year teacher survey	1.	90 % effectiveness of the Mentor/Buddy Plan
		2.	90% effectiveness of the Professional Development Plan
		3.	90% effectiveness of the Evaluation Plan
4.	Formal and informal evaluation data	1.	90% of the time the new practices are observed
		2.	Growth made from informal to formal evaluation
		3.	90% of teachers receiving a "Exceeds Expectations" on formal evaluation
5.	Do an end of the year needs assessment	1.	Review student and teacher data
		2.	Review teacher survey
		3.	Adjust plan for next year

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

- Professional development attendance sheets
- Lesson plans
- Informal and formal evaluations
- Instructional Coach logs of teacher meetings
- Log of recruitment activities and dates
- Retention Rate
- Student achievement data
- Mentor/Buddy Teacher logs
- Surveys
- Student attendance data

The project will be evaluated by the committee each month to discuss needed adjustments to the plan.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 084-908

Amendment # (for amendments only):

**Statutory Requirement 1: Required** - Describe the components of the induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

First year teachers will be assigned a mentor teacher. All 2<sup>nd</sup>-3<sup>rd</sup> year teachers will be assigned a Buddy. The mentor teachers will be paid a \$500.00 stipend per semester, and the Buddy teachers will be paid a \$250.00 stipend per semester. Mentor/Buddy teachers will be selected based on their experience, knowledge, leadership experience, communication skills and area of certification. Mentor/Buddy teachers will be trained by the Assistant Superintendent, and will meet with her monthly. The mentor teachers will meet with their mentees before school starts to get to know them and help them set up their classroom. They will also meet with them weekly during one of their conference times, or after school. The mentor will be required to conduct one informal observation on the mentee per six weeks, which will include a pre and post conference. The mentee will have an opportunity to observe the mentor's classroom once per semester. Buddy teachers will meet with their teachers at least once per month and will do an informal observation on them once per semester, which will include a pre and post conference.

In addition to the mentor/buddy teachers, the first through third year teachers will also participate in the campus professional development cycles alongside their grade level/department teams, which will be led by the instructional coaches. This will allow for effective collaboration and professional talk among teachers.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID:

Amendment # (for amendments only):

**Statutory Requirement 2: Required** - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

- (1) First year teachers will be observed by their mentors once per six weeks with a pre and post conference to discuss the observation.
- (2) Second and third year teachers will be observed once per semester by their buddy teacher with a pre and post conference to discuss the observation.
- (3) All teachers will be observed by the Instructional Coach after the completion of the professional development cycle with a pre and post conference to discuss the observation.
- (4) Campus administrators will do four formal walk through evaluations and one formal PDAS evaluation on each teacher annually with a post conference to discuss the observation.

The rubrics or evaluation tools that will be used by the Instructional Coaches and the Campus Administrators will be created by coaches and administrators to target specific instructional practices that were taught in that cycle of professional development. Administrators will be trained by the Instructional Coaches on how to use the rubric and what they should be looking for during their formal observations. The PDAS evaluation will be used for the 45 minute Formative and Summative evaluation on each teacher.

The goal of the pre and post conferences is to see what is working and if the new practice is being implemented in the classroom effectively, to make sure teachers have a full understanding of the practice, and to ensure students are engaged and learning.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 084-908

Amendment # (for amendments only):

**Statutory Requirement 3: Required** - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The formal evaluation process will be done by the campus administrators. There will be four 15 minute formal walk through evaluations. A rubric will be used that targets new practices learned through the professional development cycles. The rubrics will include level of student engagement, student success on the lesson, and the implementation of the practice.

There will also be one 45 minute formative and summative PDAS evaluation, which will target student participation, learner centered instruction, evaluation and feedback, classroom management, professional communication, professional development, compliance with policies, and academic improvement. The PDAS evaluation tool also has a Teacher Self Evaluation section.

The campus administrators will have a pre and post conference with each teacher to discuss their observations. They will also have a summative conference at the end of the year to discuss growth, concerns and set goals for the following year.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:



**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 084-908

Amendment # (for amendments only):

**Statutory Requirement 4: Required** - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

- (1) First year teachers will meet weekly with their mentor during their conference time, or before or after school.
- (2) Second and third year teachers will meet monthly with their buddy teacher during their conference time, or before or after school.
- (3) Grade level/departments will meet weekly during conference time.
- (4) Professional development cycles will provide three days of teacher collaboration and learning.
- (5) Faculty meetings will have collaboration time built into them.
- (6) Individual/Team meetings with the Instructional Coaches will be held.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 084-908

Amendment # (for amendments only):

**Statutory Requirement 5: Required** - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Our professional development plan will include a 3 day cycle (one and a half hours per day) that will target research best practices to be implemented into classroom instruction. These three day cycles will include grade level or department teams of teachers. Day 1 of the cycle will be the theory behind the practices, the benefits, what it looks like and how to implement it in the classroom. Day 2 will be where the Instructional Coach demonstrates the practice in a classroom and the teachers observe the lesson and take notes. The group then returns to the professional development room and discusses the lesson. Day 3 would be where one of the teachers from the group would volunteer to "try out" the new practice in her own classroom. The Instructional Coach and other teachers would observe and take notes. They would then return to the professional development room and discuss the lesson. During the following three weeks, the teachers from this cycle will begin to implement this new practice into their classrooms. The Instructional Coach will be available to go into their classrooms to help as needed. She will also be available to discuss their lessons with them and help with areas of concern. Also, during this three weeks, each teacher will notify the Instructional Coach when they are comfortable with the new practice and are ready for her to do an informal observation. The teacher and the Coach will have a pre and post conference to discuss the lesson. After this three week period, the principal will then do a targeted, formal walk through in these teacher's classrooms, looking for specific things that relate to this new practice. The principal and the Instructional Coach will create a rubric that the principal will use that targets specific teacher and student behaviors. The principal will then be trained by the Instructional Coach on how to use the rubric and what he/she should see for each indicator that would show effective use of the new practice. The principal would also expect to see continued use of the new practice throughout the year during additional walk through and PDAS evaluations. Student data will be looked at each six weeks to see if growth is being made.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 084-908

Amendment # (for amendments only):

**Statutory Requirement 6: Required** - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

- Instructional Coaches will be added positions – They will be paid at a higher rate than a classroom teacher and will work more days than a classroom teacher.
- Mentors and Buddy Teachers will be paid a stipend.
- Teacher Leaders will be paid a stipend to facilitate professional development sessions at the Instructional Academy at the end of Year 1. These teachers will also have the opportunity to provide professional development throughout the year during Year 2. These teachers will be selected based on their growth and implementation of new practices, and the growth of their students on district and state assessments.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 084-908

Amendment # (for amendments only):

**Statutory Requirement 7: Preferred** - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

- A committee will be formed to create a list of characteristics of what kind of teachers we should be looking for through the hiring process. The committee would include central office staff, campus principals, teachers, para-professionals, parents and community members.
- Campus Administrators will be trained on hiring highly qualified teachers. This training will include the interview process, interview questions and the process in selecting a teacher candidate.
- Jobs will be posted on the district website and applications will be received and reviewed for qualifications.
- Recruitment will be done through various job fairs, and through partnerships with local colleges and universities.
- Campus Administrators, along with their campus teams, will interview the candidates and select their top choice.
- They will then send the name of their selection to the human resources specialist and she will verify qualifications for the position. She will then send the candidate's name to the superintendent.
- The superintendent will interview the candidate and recommend for hire to the Board of Trustees.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 084-908

Amendment # (for amendments only):

**Statutory Requirement 8: Preferred** - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

- The Instructional Coach, with a Master's Degree in Administration would have the opportunity to possibly advance into an administrative role as one became available.
- Mentor Teachers/Buddy Teachers would have the opportunity to advance into Instructional Coach positions, if effective.
- Teachers would have opportunities to provide professional development to other teachers, to advance into Mentor/Buddy Teacher roles, as well as future roles of an Instructional Coach or administrator.

Teachers will see that the opportunity for future advancement if they continue to grow instructionally through professional development and collaboration with others.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 084-908

Amendment # (for amendments only):

**Statutory Requirement 9:** If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

**Statutory Requirement 10:** If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

N/A

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 084-908

Amendment # (for amendments only):

**Statutory Requirement 11:** If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

**Statutory Requirement 12:** If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 084-908

Amendment # (for amendments only):

**TEA Program Requirement 1:** Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence innovation plan without grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Hitchcock Independent School District is an Academically Unacceptable/Needs Improvement district. We currently have three out of our four schools that did not meet state standards, specifically in the areas of reading/ELA, math and science. We were targeted for not closing the achievement gap of our students. Our district's economically disadvantage population is currently at 87%. Therefore, we must find new instructional practices to reach our students' academic, emotional and social needs. If we keep teaching the way we have always taught, we will not be able to close the achievement gap. Hitchcock Independent School District does not have the funding to hire Instructional Coaches, which could provide professional development opportunities that are not a "one-shot" deal, but instead a continuous process with multiple levels of support throughout the learning progress, and a two tiered evaluation process. Until we are able to provide our teachers with the quality professional development that they need in order to grow and to meet the needs of their students, we are not going to be able to close the gap of achievement. Without this grant we would also not have a quality mentorship program for our beginning teachers that gives them the continuous, additional support needed to be successful. Therefore we lose them. New teachers want to learn and grow, along with their team. Through this mentorship, professional development, and recruitment and retention plan, we feel confident that student achievement, and our teacher effectiveness and retention rate will soar.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:



**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 084-908

Amendment # (for amendments only):

**TEA Program Requirement 2:** Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

April/July 2014 – Post positions/interview and hire four Instructional Coaches

Along with coaches and a team of administrators and teachers, do a needs assessment

Research best practices that are being utilized in other district that will meet the needs of our needs assessment.

May/June 2014 – Committee meets to establish hiring characteristics

Post jobs, train principals, review applications

June 2014 – Interview/Hire

July 2014 – Create professional development plan for the year – dates/practices/cycles

August 2014 – Assign Mentor/Buddy Teachers

Campus Administrators trained on professional development/evaluation plan

Teachers and staff trained on professional development/evaluation plan

Meet and greet with Mentors/mentees and Buddy Teachers/Buddies

September 2014 – Professional development cycles begin

Sept. 2014 – May 2015 – Professional development cycles continue

Evaluations – informal and formal

Pre and post conferences

Collaboration

Disaggregating data/making adjustments

April – August 2015 - End of year program evaluation

Needs assessment

Plan for Instructional Academy

Job fairs/hiring

Year 2

August 2015 – Instructional Academy

Assign Mentor/Buddy Teachers

Campus Administrators trained on changes to professional development/evaluation plan

Teachers and staff trained on changes to professional development/evaluation plan

Meet and greet with Mentors/mentees and Buddy Teachers/Buddies

September 2015 – Professional Development cycles begin – Year 2

September 2015 – May 2016 - Professional development cycles continue

Evaluations – informal and formal

Pre and post conferences

Collaboration

Disaggregating data/making adjustments

April – August 2016 - End of year program evaluation

Needs assessment

Plan for Instructional Academy

Job fairs/hiring

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 084-908

Amendment # (for amendments only):

**TEA Program Requirement 3:** Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

- Campus administrators and central office staff attended the webinar meeting on January 6, 2014.
- Campus administrators and central office staff met to discuss the grant and discuss needs assessment – January 8, 2014.
- Teacher leader meeting to discuss grant, needs and plan for grant – January 10, 2014.
- Teacher leaders share information with their campus teams, and email any thoughts or suggestions to grant manager – January 10 – 14, 2014.
- Assistant Superintendent and Grant Manager met to begin writing the grant – January 10 – 17, 2014.
- Grant was complete and shared with Superintendent for approval – January 17, 2014.

**TEA Program Requirement 4:** Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All campuses in the district will participate in the Educator Excellence Innovation Program Grant, with the exception of our 3 - 4 year old Head Start campus.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person: